**GRACE PLC Activity Design Template Post MAP Fall Testing Exercise: Data Wall Protocol**

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| Title | Post MAP Fall Testing Exercise: Data Wall Protocol |
| Purpose | **The purpose of this activity is** **to** analyze student performance on the Fall MAP test in a specific subject area (Math, Reading, Language Usage, or Science) **in a way that** allows us to understand students’ current RIT range **so that** we can monitor student progress and observe trends that span grade levels. |
| Time | 90-100 minutes |
| Materials/  Resources Needed | **Resources for the Facilitator Only:** Data Wall Markers (to set up the data wall template in advance), Facilitator’s Guide to the Here’s What! So What? Now What? Protocol (recommended: review in advance)  **Resources for All Participants:**  [Data Wall Video](https://www.teachingchannel.org/videos/differentiated-instruction-with-data-walls), MAP Achievement Status and Growth Projection Reports for each grade level in a specific subject area (Math, Reading, Language Usage, or Science), *Post MAP Testing Data Wall Protocol, Here’s What! So What? Now What?* organizer, *2015 NWEA MAP Normative Data*, tape, markers or sticky dots in red, orange, yellow, green, and blue, printed and cut *Data Card Templates* (optional- teachers may also write directly on index cards) |
| Process | In advance of this activity:   * Teachers have watched this video on data walls: <https://www.teachingchannel.org/videos/differentiated-instruction-with-data-walls> * Teachers have been instructed to bring the **Achievement Status and Growth Projection Reports** for the relevant grade level(s), testing window, and subject area. The STL and principal have identified one focus subject for the data wall (Math, Reading, Language Usage, or Science). The focus subject identified directly relates to the school learning goal(s). *Note: If a teacher is a specialist who does not teach the subject selected, he/she may collaborate with grade level colleagues or create a data wall for his/her subject area. You may wish to instruct teachers of grades that do not complete MAP testing to bring an alternate source of data (Dibbells, High Scope, Teaching Strategies Gold, High Scope, Fountas & Pinnell, STAR, etc.)* * The STL has created a blank data wall in a place secure from the eyes of parents and students. This can be an electronic wall or a physical wall. * The STL has completed the *Post MAP Testing Data Wall Protocol* for a sample grade.   **NOTE: If you choose to create an electronic data wall, adjust the instructions below accordingly.**  1. (5 minutes) STL or Principal introduces the activity by setting the purpose and explaining that:   * The data wall is not created to impress or shame other teachers * The data wall is a vehicle to share information with colleagues and collaborate and share best practices * The data wall is a means of ensuring that all students learn and grow and is a way of holding ourselves accountable   2. (5 minutes) STL leads a brief conversation about the data wall video that teachers watched in advance of the meeting. What about the video excited you? What questions do you have?  3. (10 minutes) STL reviews and explains the *Post MAP Testing Data Wall Protocol*, walking colleagues through each step of the protocol and using examples from a sample class. STL is sure to reference the **Achievement Status and Growth Projection Report** and show examples of student data cards. STL shows colleagues the data wall and models where to place each student data card.  4. (20-30 minutes) Grade level teams follow the *Post MAP Testing Data Wall Protocol* to review the data for their grade, create student data cards, and place student data cards in the corresponding progress indicators on the data wall. It is important that teachers place the data cards in the row that corresponds to the appropriate grade level.  5. (5 minutes) STL introduces the *Here’s What!, So What?, Now What?* Protocol and models a think-aloud using the sample class data prepared in advance of the meeting. STL shares 1-2 observations about the sample class data (Here’s What!), and answers the questions So What? and Now What? about the sample class.  6. (5 minutes) STL divides the group into pairs or trios by grade level or grade band. Pairs or trios make at least two observations in the Here’s What! Column.  7. (5 minutes) STL facilitates a conversation: Pairs/trios share their Here’s What! observations.  8. (10 minutes) Pairs/trios complete the So What? and Now What? columns of the protocol graphic organizer.  9. (15 minutes) STL facilitates a whole-staff conversation about the So What? and Now What? columns of the protocol.  10. (10 minutes) The staff determines 1-2 action steps (Now What?) to complete in the next 2-3 weeks. Action steps can be for the entire staff, or can be grade-level/ grade-band specific.  **Follow Up:** *This exercise should be repeated at the close of each NWEA testing window. After it has been completed once, you can shorten the activity by asking teachers to update their data cards in advance of each meeting.* |
| Strategies to Engage Adult Learners | See *Facilitating Adult Learning* document |
| Reflection | If I were going to do this activity again I would… |